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ABSTRACT

A study skills program was developed and implemented to improve spelling grades while incorporating new study skill techniques in a multi-ethnic and multicultural elementary school. A target group of eight fifth-grade students who lacked these skills was established. The program contained five basic strategies for increasing study skills and academic achievement: organizing and time management, note taking, establishing goals, guidelines and responsibilities, parental involvement, and increased academic achievement by working in a "buddy" system. Success was measured by comparing results of pretests and posttests, along with parental survey and involvement. All the program objectives were met, with the target group improving dramatically in all areas. (Appendixes include assessment materials, analysis of assessment data, parental survey, and information that was distributed to students and parents.) (Author/RS)

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MAKING THE GRADE: INCREASING INTERMEDIATE STUDENTS' SPELLING TESTS SCORES THROUGH THE IMPROVEMENT OF STUDY SKILLS

by
Michèle S. Weiner

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in a National Database System for reference.

April/1993

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Abstract

Making the Grade: Increasing Intermediate Students' Spelling Tests Scores Through the Improvement of Study Skills. Weiner, Michèle S., 1993. Practicum Report, Nova University, Abraham S. Fischler Center for the Advancement of Education. Descriptors:Elementary Education/ Intermediate/ Spelling Skills/ Parental Involvement/ Peer Tutor/ Note Taking/ Organization and Time Management.

This report describes a study skills program that was developed and implemented to improve spelling grades while incorporating new study skill techniques in a multi-ethnic and multicultural elementary school. A target group of eight students who lacked these skills was established in this program. The program contained five basic strategies for increasing study skills and academic achievement: organizing and time management, note taking, establishing goals, guidelines and responsibilities, parental involvement, and increased academic achievement by working in a buddy system. Success was measured by comparing results of pretests and posttests, along with parental survey and involvement. All the program objectives were met with the target group improving dramatically in all areas. Appendices include assessment materials, analysis of assessment data, parental survey, and information that was distributed to students and parents.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Michele L Weinel

student's signature

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CHAPTER I

Purpose

Background

The targeted educational facility is located in a working class, multi-ethnic, multicultural area in a public elementary school in the southeast region of the United States. The school's permanent assigned capacity is 886 students, although the school has 1753 students. The faculty and staff of this elementary school includes: three administrators, 56 classroom teachers, 27 special area teachers, two full-time counselors, a media specialist, one itinerant psychologist, one itinerant speech pathologist, one itinerant visiting teacher, fourteen part-time teachers, one library clerk, six full-time office employees and two paraprofessionals.

The ethnic characteristics of the full-time staff is: 54 percent White, 29 percent Black, and 17 percent Hispanic. The ethnic characteristics of the part-time staff is as follows: 38 percent White, 48 percent Black, 12 percent Hispanic, and two percent Asian.

The number of students on free lunch are 1327, and 106 reduced lunch; this allows the school to qualify and become a

Chapter I Basic Program School (Chapter I are classes funded by the Educational Consolidation Improvement Act--ECIA).

The school's grade configuration is from Pre-Kindergarten through sixth grade. The average class size varies throughout the grades.

In addition to the basic curriculum, students receive instruction in Spanish as a Second Language, Spanish for Spanish Speakers, English for Speakers of Other Languages (ESOL), Curriculum Content in Home Language(CCHL), Home Language Arts in Spanish and Haitian Creole.

Special services to this school are as follows: a full-time Chapter I Resource Teacher, two self-contained English for Speakers of Other Languages (ESOL) classes, Teaching Enrichment Activities to Minorities (TEAM) classes for second and third grade, Exceptional Student Education program with six resource teachers and Speech teacher, and a peer tutoring program initiated by the Future Educators of America.

The population of this elementary school is primarily 69 percent Black, with a minority of 11 percent White, and 20 percent Hispanic students. The socio-economic make-up of the school is lower to lower-middle class. A large portion of the

population is from the lower rungs of the economic ladder. Parental support is minimal. A majority of the children are the latchkey type, living under the conditions of a fragmented family unit. Appoximately eighty-five percent of the total student body is on free or reduced price lunch program. There is a transient population with a large number of withdrawals and entries since the opening of the 1992-1993 school year. Students attending school with these characteristics frequently encounter academic difficulties and become deficient in the basic skills.

The writer of this practicum has taught fifth grade for three years at the school site. Other school responsibilities include: grade level chairperson, Math Sponsor, participant in an Afterschool Math Tutorial program, sponsor of the school newspaper, and coordinator of a mediation newspaper distributed throughout the county.

The classroom population used for the purpose of this practicum consisted of 37 students. A group of these students were having difficulty with spelling skills. These deficiences were the result of poor study habits. The practicum addressed this issue.

Problem Statement

Many of today's youth do not assume responsibility for their own learning and become independent members of society. Students must learn to take studying seriously. Students in the intermediate level of elementary school must begin to prepare for the pressures of middle school. The doors to the middle school are flung open and as the novices gingerly walk through the doors, they are expected to display their well developed study skills and disciplined study habits. Schilling (1984:623) states, "Teaching these skills requires persistent commitment by teachers and that study skills can and should be taught before seventh grade."

The targeted students exhibited a low level of enthusiasm for academics. It was difficult to motivate them to participate in reading and writing activities. These students also exhibited a lack of organization in handling their educational responsibilities. Many of them came to class unprepared for the day's work. It was apparent that these characteristics were not being eliminated through parental interaction and pressure. The level of parental support for this targeted group was minimal. Due to the economic realities of our times, a majority of the students were relying on

their own initiative to establish time frames for studying. With parental interaction at a higher level, student's academic achievement was positively effected.

Through a fourth grade teacher's survey (Appendix A:35) and a fifth grade teacher's survey (Appendix B:39), the author of this practicum concluded that study skills were not consistently incorporated into the curriculum. Teacher observation, along with a student attitudinal survey Pre/Post Checklist (Appendix C:43), indicated that the students in this practicum class lacked strong study skills.

The targeted population of eight students were identified for the purpose of the study. As a result of poor study skills and organization, the targeted students demonstrated low academic achievement on spelling exams along with a poor grade on the report card (Appendix D:48).

Low self-esteem was another area endemic to this student body. In many cases students were not willing to attempt to participate in writing or reading tasks. It appeared that there existed a self-fulfilling prophecy of negativism towards educational goals and aspirations.

Outcome Objectives

The purpose of this practicum was to help a group of fifth grade students enhance their study skills and to increase academic achievement. Ten percent of the students in the targeted fifth grade class were organized. They were able to identify and incorporate different study skill techniques into their daily routine. Eighty-five percent of the students should have been able to identify and incorporate different study skills into their daily routine for the purpose of this research. Therefore, seventy-five percent of the students needed to implement study skill techniques in order to improve their level of success.

A "Study Skills" approach was implemented in the classroom with eight of the students in the target group for twelve weeks. Four outcome objectives were identified and were as follows:

1. Following twelve weeks of implementation eighty percent of the targeted students will be able to improve their note taking skills by sixty percent as measured by a teacher-made Pre/Post Checklist (Appendix C:43).

2. Following twelve weeks of implementation, ninety percent of the targeted students will increase their returning of completed homework assignments by a teacher-made Pre/Post Homework Tally Checklist (Appendix E:51).
3. Following twelve weeks of implementation the targeted students will improve their attitudes towards homework assignments by seventy-five percent overall as measured by a teacher-made Pre/Post Checklist (Appendix C:43) survey.
4. Following twelve weeks of implementation eighty percent of the targeted students will be able to spell correctly, define, and incorporate their spelling words into a creative composition as measured by a Pre/Post Spelling List (Appendix F:53) and a teacher-made Pre/Post Vocabulary Test (Appendix G:56).

CHAPTER II

Research and Solution Strategy

Personal responsibility for academic achievement and social maturity falls into the realm of teacher expectations for the student. Individuals must understand that educational success is directly connected to studying (Leverette, 1990). To understand the purpose of homework and schoolwork, it is important to understand the purpose of schools. According to Berry (1982), the purpose of most elementary schools is to teach children the things they need and want to know in order to survive and grow. Students in the intermediate level of elementary school must begin to prepare for the realities of middle school. These realities include the exhibition of well developed study skills and disciplined study habits. Equip the students with practical skills and that will enable them to get the most out of schoolwork. According to Petercsak (1986), study skills instruction should be incorporated into the curriculum at every grade level and needs to be taught through a developmental approach.

According to Schilling (1984), there are many necessary

study skills being taught in intermediate grade classrooms but commitment is lacking and results are not visible later on. Commitment is needed in the same respect as teaching reading or math skills. Goodlad (1983:9) states, "The curriculum and the methods of teaching from class to class may be virtually uniform, but the ambience of each class differs." Teachers need to feel the commitment to stress study skills and to provide students with a positive environment to reinforce the benefits of good study skills. Students who exhibit negative study skill characteristics are at a distinct disadvantage when they are presented with the academic and social challenges of the real world. Two early researchers expressed profound opinions regarding the teacher's role in guiding students toward improved study skills. Madsen (1970:21) states, "If children are to learn, then we must know precisely what it is they are to learn, how to teach it to them, and also how to determine if they have learned it. "It is the responsibility of the teacher, who has the skills, to pass on the knowledge to students who accept and synthesize this information. It is also necessary to make learning an interesting experience for the student. James (1962:53) states, "The teacher who can get along by keeping spontaneous

interest excited must be regarded as the teacher with the greatest skills."

As a member of society, students need to become comfortable working in small groups. Cooperation among peers is an essential ingredient to classroom success. Students who spend more time in small groups, such as pairing and sharing, and peer tutoring, as compared to individualized deskwork, exhibit a higher level of on task behavior. Furthermore, academic achievement is higher for students who participate in group activities where they have established goals and accept the responsibility for meeting those goals (Educational R and D Report, 1979).

Also, the need to create and develop a workable study environment is very important. Students must plan study time effectively. It is important to set up a schedule to determine how much time he/she will need to study in order to cover all of the material (Berry, 1985). According to Schilling (1984), students must learn to space their work and be taught the difference between long range goals and short range goals. Reminders on the chalkboard of when assignments are due and tests should be visual at all times for the students. Students should also keep

track of their progress so that they can set goals and know what areas need strengthening. Students must learn to set aside time for studying in an environment that is conducive to increase their ability to absorb the task at hand. A model environment for study is an individualized qualitative decision. Individual requirements have to be decided upon by the student. Whatever environment is established for successful studying, must become a formulated pattern of behavior to be followed on a consistent basis (Fry, 1991).

According to Instructor Publications (1983), there are many study skills that are linked to educational success. Students have difficulty collecting and organizing information because of their lack of knowledge. It is beneficial if the teacher provides an overview of the project along with a motivational stimulus. Organizational skills is another fundamental practice that students can learn. Usually students who are good organizers can follow through with a task and get things done. Another skill, note taking, is rarely taught in a formal way. Furthermore, outlining, according to Berry (1985b), helps make the students' work easier by understanding and remembering information.

Another way to improve student achievement is through

parental contact and training which must be provided to assist in the process of developing positive study habits (Vandegrift and Greene, 1992). There are several activities that parents can perform in order to raise their children's academic success. These include: (1) direct parental involvement in school work and helping children obtain their goals; (2) guiding children and having them gain confidence in their performance at school; (3) parents can teach and reinforce techniques for learning by asking questions, making inferences and categorizing; (4) parents can help preview material, encourage note taking skills, and ensure and encourage a place for study; and (5) parents can reassure a child's inclination for success, by showing the child how to succeed instead of failing (Weinstein, 1983).

Teacher responsibility is the third part of the cooperative educational triangle. Students must be taught to be motivated, or interested, i.e., to establish their own goals. An easy way for students to visualize their goals is to construct a goal pyramid. The pinnacle of the pyramid is the long-range goal, the gain from education; below that the mid-range goals, the milestones that will lead to the target; and on the bottom, the short range goals, things that can be completed in a short time (Fry, 1991).

The desire to learn must be cultivated. Appropriate learning behaviors must be established that provide some reward. The teacher's job is to structure the learning experiences.

The teacher is responsible for building up useful systems of association in the pupil's mind. What is needed is not more time, but spirited, efficient use of instructional procedures. In research, as cited by Loomer (1990), spelling is by far one of the most important building blocks in creating a firm foundation of communicative skills. In order to progress within an educational framework, a student must have study skills that will improve and maintain a high level of spelling mastery. There should be a systematic approach, whereby students learn to study each word. A word study procedure should include auditory, visual, and kinesthetic involvement with words. The field research by Arthur (1982), indicates that most students should follow a sequence of steps in learning how to spell words. Pupil interest is crucial to spelling improvement. The development of positive attitudes towards spelling improvement is the key to improvement. According to research by Loomer (1990), a crisp spelling program of between 12-15 minutes per period, five days a week, is sufficient to both improving and maintaining

spelling ability. Frequent opportunities to utilize spelling words in writing contribute significantly to the maintenance of spelling ability. Teachers who increase the amount of time students actually spend engaged in a learning activity will see the difference reflected in increase activity. Schoolwork that encourages children to explore often helps them gain immediate insight (Berry, 1982).

Teachers should ensure that the students spend over half of their time working on tasks that provide high success (Educational R and D Report, 1979). Goodlad (1983:18) states, "In general, students doing well feel good about themselves; those performing poorly do not."

Strategy Summary

The strategies for this practicum included implementation of peer tutoring, and small group instruction as proposed by Educational R and D Report (1979), in order to facilitate group communication. Students set long and short range goals as described by Schilling (1984). The students were able to implement several organizational factors outlined by Instructors Publications (1983), such as: note taking, organizing skills, and collecting information. Students learned to outline information

as described by Berry (1985b). Findings by Loomer (1990), were also applied to intensify the spelling curriculum of the targeted students.

CHAPTER III

Method

To implement the identified study skill objectives the following plan was used: (1) parents, students, and teachers developed a study skills contract which established the goals and guidelines of the program; (2) the teacher incorporated good study skills into the core curriculum of study. these skills included: note taking, organization of notebooks, completion of assigned tasks, the make-up of a good study environment, outlining, listening skills, and time management; by giving students the knowledge of these skills, academic success was escalated; (3) parental contact and feedback in order to monitor the quality of study skills at home; (4) a study skills newsletter was produced and sent home on a monthly basis; parents were encouraged to submit responses about the improvement of study skills exhibited by their children and (5) the class unit produced a booklet for schoolwide distribution that illustrates examples of good study skills.

To improve study skills and gain academic achievement of the eight fifth grade students in the target group, a "Study Skills" approach was used for twelve weeks. The target students met with the instructor four times a week for 20 minutes. All instructional activity took place in the classroom. The instructor and students worked individually, in pairs, and with the group as a whole.

The following activities were conducted during implementation period of this practicum study:

Week 1

1. A teacher-made Pre-Spelling Test (Appendix F:53) of fifty words was administered by the writer to the eight targeted students and the number of words spelled correctly on the test was recorded (Appendix F:55).

2. A teacher-made Pre-Vocabulary Test (Appendix G:56) was administered to the eight targeted students and the results were recorded (Appendix G:61).

3. A Study Skills Workshop (Appendix H:62) orientation was held for the parents in the targeted class. At the workshop the parents were given: a Parent Study Skills Survey (Appendix I:64); a Study Skills Contract (Appendix J:67), incorporating

parent's responsibilities and student's responsibilities; and a Parent Letter (Appendix K:69), reviewing expectations of all parties included, in addition to the rules of the school and class. The target group was given an individual Homework Assignment Chart (Appendix L:73) to keep track of homework assignments and as part of the contract agreement between the writer and the parents. The targeted students were given a calendar (Appendix M:75) for the month, to be kept in front of the student's notebook. The targeted students and the writer together charted tests, book reports that were due, or other special tasks.

Week 2

1. The targeted students were given the first set of spelling words to define using the dictionary.

2. The targeted students were given color-coded index cards. A spelling word from the first list was written on each index card and the students wrote the definition on the back. The students stored the index cards in an envelope.

3. Each student was given a buddy to pair up with. The students took turns testing one another on the definitions of the new spelling words. Each student used the word in a sentence.

4. Each member in the target group wrote sentences using the new spelling words. Each student highlighted the new spelling word.

5. A record of incomplete homework assignments was kept on the Homework Tally Sheet (Appendix E:51).

6. A Study Skills - Working Together (Appendix N:77) newsletter was sent home to the parents.

7. Students were given a Grade Sheet (Appendix O:79), to track their progress in each subject area.

Week 3

1. The targeted students' notebook was organized and divided into sections for each subject. A folder was used for spelling and vocabulary words only.

2. The targeted students incorporated a "Spell It, Define It, Use It, and Know It Activity" (SDUKA) method with the new spelling words. Students worked with a buddy.

3. The targeted students designed a cover for their response journal. Students were encouraged to write in them at least three times a week.

4. Students wrote in the response journal "What Goals Can I Achieve For Fifth Grade." Students were able to list a minimum of four goals.

Week 4

1. Students used the SDUKA method on the new spelling words working with a buddy.

2. Students viewed an instructional video that incorporated the new spelling and vocabulary words for the week. The writer chose a peer student from the class to appear on video defining the new spelling and vocabulary words. The targeted group viewed this video a minimum of three times a week.

3. Students learned how to make a skeleton outline (Appendix: P:81) using Roman numerals for chapter headings, capital letters for major headings, and Arabic numerals for minor headings.

4. Students continued to write in response journals.

Week 5

1. Students used the SDUKA method for new spelling words and viewed the instructional video. There was a new peer

student chosen to define the spelling and vocabulary words. Students worked with a buddy.

2. The targeted students went with the writer to the Media Center to select a biography.

3. The writer provided the students with an overview of how to present a biography in the form of "I" along with a creative project. The writer and targeted students brainstormed together; this process was a motivational stimulus for them.

Week 6

1. The targeted students used the SDUKA method for new spelling words. Students viewed the instructional video that was presented by another peer student. Students were able to select a new buddy from the targeted group.

2. Students brainstormed together and gave creative ideas on designing a biography puppet.

3. Students wrote in the response journal and shared it with a buddy. Students wrote a positive response in the buddy's journal.

4. Students were given a midpoint spelling and vocabulary test and results were recorded (Appendix Q:83).

5. Students reviewed the second Study Skills Newsletter II (Appendix R:87), with the writer and then reviewed it at home with parent.

Week 7

1. The targeted students used the SDUKA method on all new spelling words and viewed the instructional video with the new spelling and vocabulary words. The writer chose two peer students to share the responsibility of defining the words for the instructional video.

2. Students began a skeleton outline on the biography report.

3. Students began to brainstorm and exchange ideas for a study skills book that they were making called "Study Skills Are Important."

4. Students reviewed spelling words with one another.

5. The writer was able to purchase several Scrabble sets for the classroom. The writer instructed the targeted students on how to play Scrabble. The students reviewed the basic rules for playing the game. Each student was given a chance to find a word and place it on the Scrabble board.

Week 8

1. The targeted students used the SDUKA method on new spelling words and viewed the instructional video of spelling and vocabulary words.
2. Students worked with buddy reviewing spelling words.
3. Students helped each other coordinate a biography report. Students edited one another's report.
4. Students played Scrabble and tried to incorporate some of their spelling words into the game.

Week 9

1. The targeted students used the SDUKA method with new spelling words and viewed the instructional video.
2. Students wrote down ideas that were important to incorporate into the book "Study Skills Are Important."
3. Students began to create illustrations for the study skills book.
4. Students brainstormed for ideas in planning and performing a skit for the class on study skills. The students wrote down different parts that were needed.
5. Students were divided into teams to play Scrabble. Students

were able to identify the other teams mistakes while playing Scrabble. All teams were directed to use the dictionary for added support.

Week 10

1. Students used the SDUKA method for new spelling words and viewed the instructional video. The students were only given the opportunity to view the video twice this week.
2. Students wrote a rough draft for the biography book report. Each buddy edited the paper and then the writer proofed each one. The students rewrote the book report making all necessary corrections.
3. Students rehearsed the oral presentation of the biography with the buddy.

Week 11

1. Students used the SDUKA method on new spelling words and viewed the instructional video.
2. Students gave an oral presentation of the biography speaking in the form of "I." The students were allowed to use index cards or notes to aid them in the presentation.

3. Students wrote and shared positive comments in the targeted group's response journals.

4. Students broke off into two groups: illustrators and writers. The illustrators finalized designs to be placed in the study skills book. The writers typed up given information on the computer.

5. Students practiced the skit on study skills.

Week 12

1. Students were given a teacher-made Post-Spelling Test (Appendix F:53), results were recorded (Appendix F:55). Students were given a teacher-made Post-Vocabulary Test (Appendix G:56), results were recorded (Appendix G:61).

2. Students wrote a composition incorporating a given number of spelling words from the list.

3. Students presented the school with a book, "Study Skills Are Important" which was placed in the Media Center.

4. Students performed a skit for the writer's fifth grade class.

5. Evaluation survey was sent home to the parents' of the targeted group.

CHAPTER IV

Results

The purpose of this chapter is to evaluate the results and list the major findings. The intended outcome of the project was to improve spelling test scores through the improvement of study skills. The participants were eight fifth grade students assigned to a public elementary school in the southeastern region of the United States. The study was conducted during the early spring semester of the 1993 school year.

The first objective to improve study skills was evaluated according to the response by the students on the teacher-made Pre and Post Checklist (Appendix C:43). Success was attained when eighty percent of the targeted fifth grade students improved their score by sixty percent. A pre-test was administered prior to the first week of implementation. The posttest was administered during the twelfth week of implementation. When the targeted students were pretested, results indicated that the group exhibited poor note taking skills. During the twelve week period, students received instruction in organizational skills. These activities

included maintaining a calendar, outlining procedures, and the importance of dividing his/her class notebook into subject areas. These activities enabled students to effectively structure timetables and material for note taking. Information became accessible to all members of the targeted group. Posttest results indicated that this objective was successfully met. Percentage increases in these areas, indicated an improvement rate of more than sixty percent (Appendix C:47).

The second objective to improve homework assignments was evaluated according to the results of the teacher-made Homework Tally Sheet (Appendix E:51). Success was obtained when ninety percent of the targeted students increased their returning of completed homework assignments. This rate of increase can be directly attributed to parental involvement in homework, the daily use of a homework assignment pad or Homework Assignment Chart (Appendix L:73) and strict monitoring. Students were encouraged to accept responsibility for the completion of these assignments. All targeted students, except student D, showed a decline in submitting incompleted assignments. It should be noted that even though there was a decrease in incompleted assignments, students still did not

complete one hundred percent of the homework assignments, as indicated on the Homework Tally Sheet (Appendix E:51).

The third objective to improve attitudes towards homework assignments was evaluated according to the results of the teacher-made Pre/Post Checklist (Appendix C:43) survey. Success was obtained when seventy-five percent of the targeted students' attitudes towards homework assignments improved. These results are indicative of the fact that students completed a greater number of homework assignments. The number of parent signed homework assignment sheets increased, and children accepted a positive responsibility of homework assignments.

The fourth objective to spell correctly, define, and incorporate their words into a creative composition was evaluated according to the results of the teacher-made Pre/Post Spelling Test (Appendix F:55), and the results of the teacher-made Pre/ Post Vocabulary Test (Appendix G:61). Comparative results of Pre and Post Spelling Tests indicated that the entire targeted group demonstrated the ability to correctly spell an increased number of spelling words. Students B, C, E, and H demonstrated success by achieving passing on the posttest. Whereas, students

A, D, F, and G failed the posttest, according to grading standards set by the county. They still demonstrated increased success when compared to pretest scores. A Midpoint Spelling Test (Appendix Q:83) was also administered. Results indicated an increase over pretest scores except in the case of student F, who since then has been the subject of a Child Study Team for an evaluation and determination of eligibility into an ESE program. The targeted group showed an overall increase in spelling as recorded on the Report Card (Appendix D:50) as compared to the initial report card. Results of Pre/Post Vocabulary test indicated that students demonstrated mastery. Using county standards, students A, B, C, D, E, and H passed the vocabulary posttest. Student G exhibited an increase of sixty-one percent over the amount of words mastered on the pretest scores. This increase, though sizeable, was not suffucient enough to pass the posttest, according to county standards. Student F showed a decrease of thirteen percent over the amount of words mastered from the pretest to the posttest. These results can be attributed to a learning deficit and placement of child into an ESE program. It should be noted that all targeted students, according to county standards did pass the midpoint vocabulary

test. Eighty percent of the targeted students were able to incorporate the spelling words into a paragraph, or a creative composition correctly. The impact upon the targeted group has been the development of increasing intermediate students' spelling test scores through the improvement of study skills. This improvement has been objectively measured and noted within the Appendices in this Practicum report.

CHAPTER V

Recommendations

The successful completion of the objectives within this report was shared with faculty members of the targeted school. The need for good study skills throughout all grade levels is essential to student development and success. In order to provide the resources of this practicum to the faculty of the targeted school the writer presented a book titled "Study Skills Are Important" to the Media Center at the school site.

Other documents, which were an essential part of this report have been made available to the staff of the targeted school. Particular information containing examples of good study skill procedures have been made available to faculty, students, and parents through the inclusion of the school newspaper. The instuctional video on good study skills performed by the targeted students of the practicum was not available for incorporation into this program due to unavailability of video equipment.

The writer of this practicum is a firm believer in the concept that learning can be fun. Through the use of a simple boardgame, such as Scrabble, improvement in the areas of spelling and vocabulary were reached. The success of this practice influenced the targeted school's administration to the extent it has agreed to purchase twelve additional Scrabble sets to incorporate into the classroom.

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Appendix A

Sample Fourth Grade Survey and Results

MEMORANDUM November 24, 1992

TO: All Fourth Grade Teachers

FROM:

SUBJECT: **PRACTICUM SURVEY**

Attached is a survey that I am conducting for the purpose of my Master's Practicum at Nova University.

Please complete as accurately as possible so that I may use this information as part of the documentation for my project.

All information retrieved from this survey remains confidential with the researcher.

Please place completed survey back in my mailbox in a timely manner.

Thank you for your cooperation in advance.

Name: _____

Grade: _____

Class Size: _____

1- How many of your students come prepared daily to school with supplies such as: paper, pencil, notebook, and textbook?
_____ 0 - 10 _____ 10 - 20 _____ 20 - 30 _____ 30 - 40

2- How many of your students come to school daily with completed homework?
_____ 0 - 10 _____ 10 - 20 _____ 20 - 30 _____ 30 - 40

3- Do you incorporate study skills into the classroom curriculum?
☐ always ☐ sometimes ☐ seldom ☐ never

4- How many of your students are on a daily homework and/or progress report chart?
☐ 0 - 5 ☐ 6 - 10 ☐ 11 - 15 ☐ 16 - 20 ☐ 21 or more

5- What percentage of parental support do you receive?
☐ 10 - 20% ☐ 20 - 45% ☐ 45 - 70% ☐ 70 - 85%
☐ above 85%

_____
Signature of teacher

APPENDIX A:3

FOURTH GRADE SURVEY RESULTS

	CLASS A	CLASS B	CLASS C	CLASS D	CLASS E	CLASS F	CLASS G	CLASS H
STUDENTS	32	34	32	33	33	34	33	33
QUESTION #1	20-30	10-20	10-20	30-40	20-30	10-20	10-20	20-30
QUESTION #2	10-20	20-30	20-30	30-40	10-20	10-20	0-10	20-30
QUESTION #3	ALWAYS	SELDOM	SOME	ALWAYS	SELDOM	SELDOM	SOME	SOME
QUESTION #4	0-5	21+	0-5	0-5	6-10	0-5	21+	0-5
QUESTION #5	45-70	20-45	20-45	70-85	10-20	10-20	85+	10-20

Appendix B

Sample Fifth Grade Survey and Results

MEMORANDUM November 23, 1992

TO: All Fifth Grade Teachers

FROM: -Fifth Grade Chairperson

SUBJECT: **PRACTICUM SURVEY**

Attached is a survey that I am conducting for the purpose of my Master's Practicum at Nova University.

Please complete as accurately as possible so that I may use this information as part of the documentation for my project.

All information retrieved from this survey remains confidential with the researcher.

Please place completed survey back in my mailbox in a timely manner.

Thank you for your cooperation in advance.

Name: _____

Grade: _____

Class Size: _____

1- How many of your students come prepared daily to school with supplies such as: paper, pencil, notebook, and textbook?
_____ 0 - 10 _____ 10 - 20 _____ 20 - 30 _____ 30 - 40

2- How many of your students come to school daily with completed homework?
_____ 0 - 10 _____ 10 - 20 _____ 20 - 30 _____ 30 - 40

3- Do you incorporate study skills into the classroom curriculum?
☐ always ☐ sometimes ☐ seldom ☐ never

4- How many of your students are on a daily homework and/or progress report chart?
☐ 0 - 5 ☐ 6 - 10 ☐ 11 - 15 ☐ 16 - 20 ☐ 21 or more

5- What percentage of parental support do you receive?
☐ 10 - 20% ☐ 20 - 45% ☐ 45 - 70% ☐ 70 - 85%
☐ above 85%

_____
Signature of teacher

APPENDIX B:3

FIFTH GRADE SURVEY RESULTS

	CLASS A	CLASS B	CLASS C	CLASS D	CLASS E	CLASS F
STUDENTS	35	36	35	35	36	36
QUESTION # 1	20-30	20-30	30-40	30-40	30-40	10-20
QUESTION #2	10-20	20-30	20-30	20-30	30-40	30-40
QUESTION #3	SOME	SOME	SOME	SOME	SOME	ALWAYS
QUESTION #4	0-5	6-10	21+	6-10	0-5	0-5
QUESTION #5	45-70	45-70	45-70	10-20	10-20	10-20

Appendix C

Sample Pre/Post Checklist and Results

APPENDIX C:1

PRE/POST CHECKLIST

1- In the classroom you: (you may choose more than one)

- ☐ concentrate on taking notes
- ☐ concentrate on listening
- ☐ sit in the front of the class
- ☐ sit in the back of the class
- ☐ sit near a window or a door

2- Do you study: _____ at home _____ at school ____at the library

3- Do you study:

- ☐ everynight
- ☐ in the morning
- ☐ before dinner
- ☐ mainly on weekends
- ☐ in the evening
- ☐ after dinner

4- Do you study:

- ☐ alone
- ☐ in a group
- ☐ in front of a TV
- ☐ with a friend
- ☐ with music
- ☐ in a quiet room

5- How long do you study?

____0 - 10 minutes ____10 - 20 minutes ____ 20 - 40 minutes
____ 40 - 60 minutes

6- How long does it take you to do your homework?

____10 - 20 minutes ____ 20 - 45 minutes ____45 - 60 minutes
____ 1 - 2 hours

7- Do you ask your parents to help you with your homework?

____ yes ____ no

8- How often do you ask your parents to check your homework?

____every night ____once a week ___ more than 2 times a week
____ more than 3 times a week ____ never

9- What do your parents think about homework?

_____ for _____ against

10- What do you think about homework?

_____ for _____ against

11- How often do you complete your homework?
_____ always _____ sometimes _____ never

12- Do you make up excuses when you don't do your homewoork?
_____ always _____ sometimes _____ never

13- Do you have:
- ☐ a library card
- ☐ a dictionary
- ☐ an encyclopedia
- ☐ a newspaper delivered

14- How often do you go to the public library?
_____ always _____ sometimes _____ never

15- Do you get any information that was discussed on the day that you were absent? _____ yes _____ no

16- Do you come prepared to class?
_____ always _____ sometimes _____ never

17- Is your notebook divided into subject areas? _____ yes ____ no

18- Do you keep a calendar on your desk at home to record all test dates?
_____ yes _____ no

19- Do you have a homework assignment pad? _____ yes _____ no

20- Do you answer questions in order on a test? _____ yes _____ no

21- Have you cheated on a test since the start of this program? ___ yes ___no

22- Do you read the directions?
_____ always _____ sometimes _____ never

23- Do you know how to outline? _____ yes _____ no

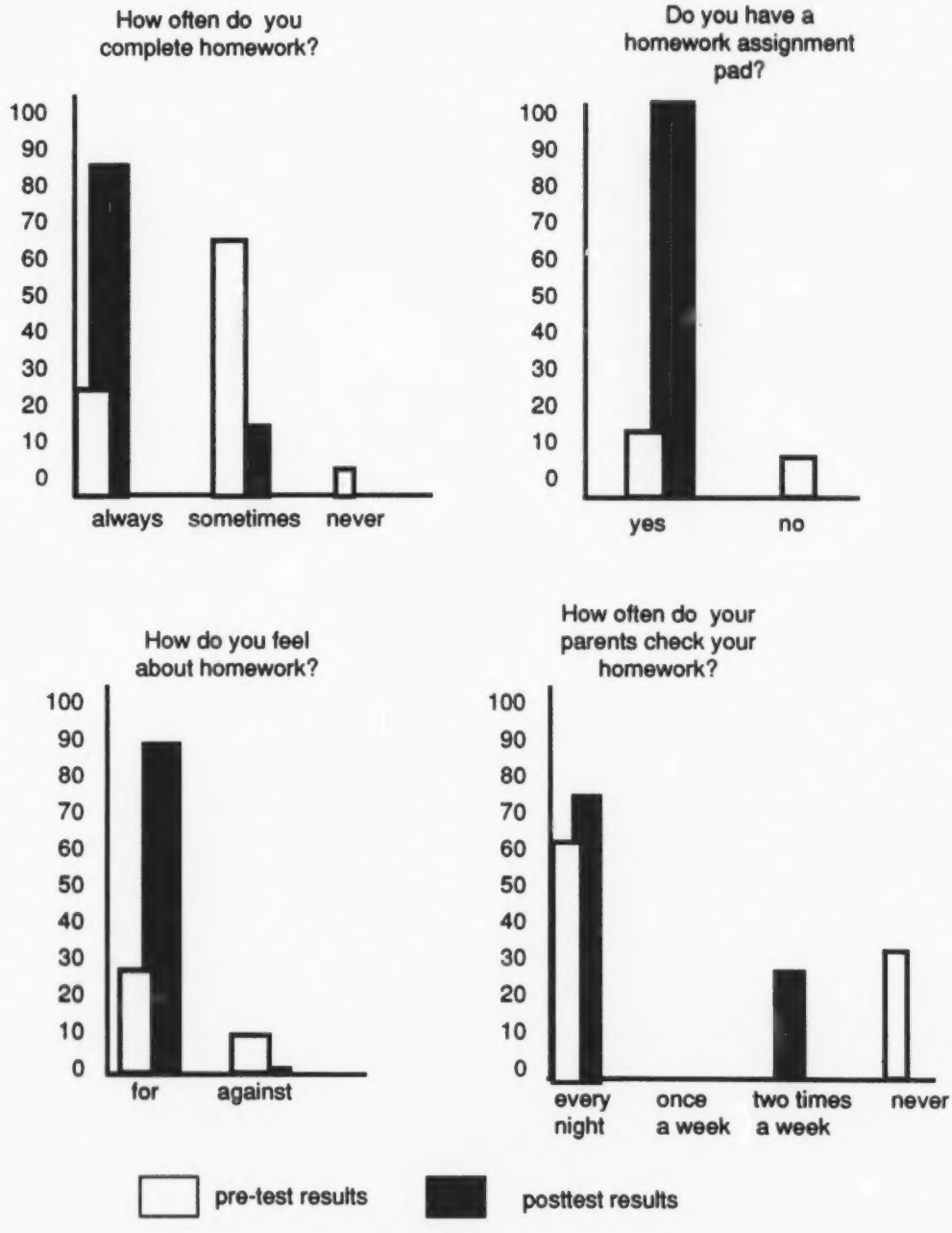
24- Do you use flashcards? _____ yes _____ no

25- Are you afraid to take tests?
_____ always _____ sometimes _____ never

APPENDIX C:3

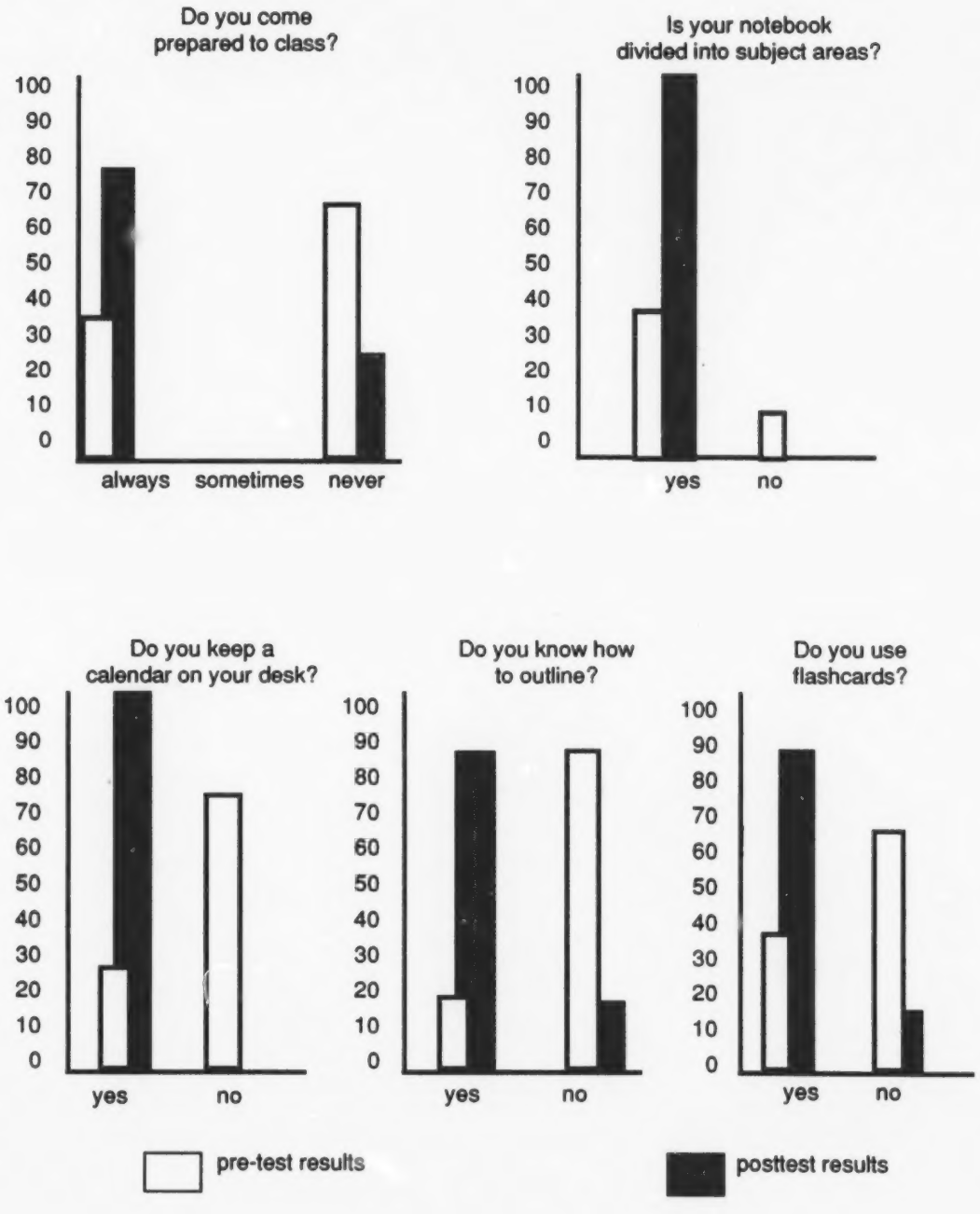
RESULTS OF PRE/POST CHECKLIST

(Vertical scale measured in percent)



RESULTS OF PRE/POST CHECKLIST

(Vertical scale measured in percent)



Appendix D

Sample Spelling and Report Card Grades

SPELLING AND REPORT CARD GRADES

STUDENT	Weekly Spelling Grades								Final Report Card Grade
	#1	#2	#3	#4	#5	#6	#7	#8	
A	C	B	C	F	F	F	F	F	**D**
B	B	B	B	D	F	D	D	C	**C**
C	C	A	B	F	F	C	C	C	**C**
D	D	F	D	F	F	F	F	F	**F**
E	B	ab	A	D	B	D	F	A	**C**
F	C	F	F	F	F	F	F	F	**F**
G	D	D	D	F	F	F	D	A	**D**
H	C	B	A	F	F	F	F	F	**D**

ab-absent

SPELLING AND REPORT CARD GRADES (Second Report Card)

Weekly Spelling Grades

STUDENT	#1	#2	#3	#4	#5	#6	#7	#8	Final Report Card Grade
A	B	A	D	A	F	D	D	B	**C**
B	D	B	C	B	D	A	B	C	**C**
C	D	B	B	B	D	D	B	B	**C**
D	F	F	F	C	F	F	D	A	**D**
E	A	A	A	A	B	C	B	A	**B**
F	F	F	D	D	F	F	D	D	**D**
G	B	F	D	B	D	D	C	C	**C**
H	A	C	B	A	D	A	C	A	**B**

Appendix E

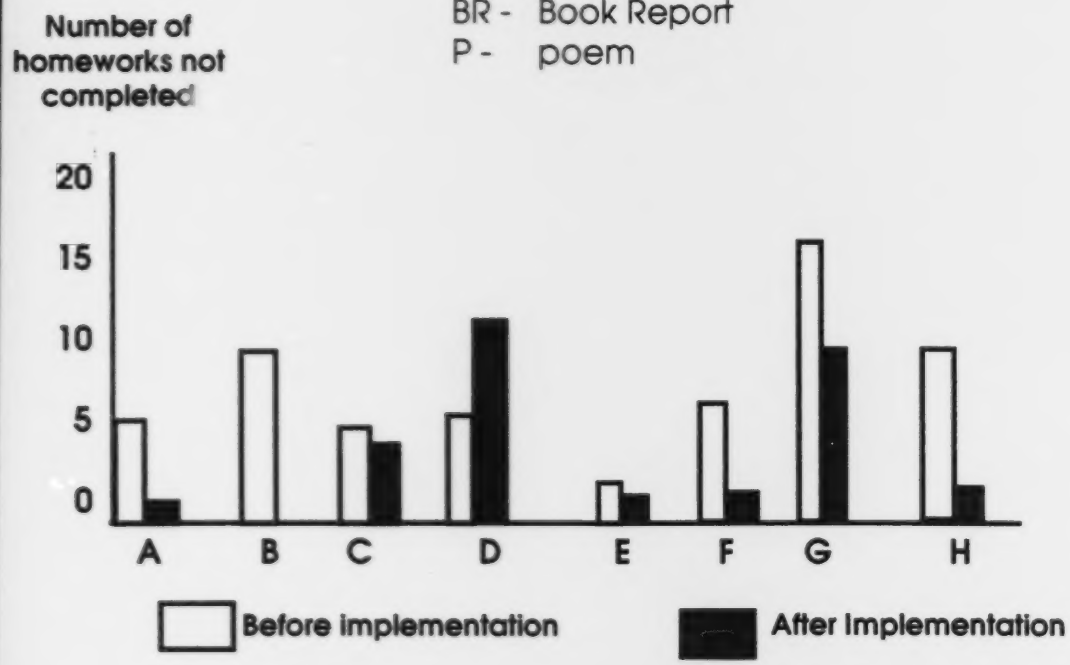
Sample Homework Tally Sheet and Results

HOMEWORK TALLY SHEET

	NAME																															
1	Student A																															
2	Student B																															
3	Student C																															
4	Student D																															
5	Student E																															
6	Student F																															
7	Student G																															
8	Student H																															

Homework Key

R - Reading
E - English
SP - Spelling
M - Math
C - Content (Science, Health, and Social Studies)
Lit. - Literature/Expressive Language
Sig - Signature
PR - Progress Report
RC - Report Card
BR - Book Report
P - poem



Appendix F

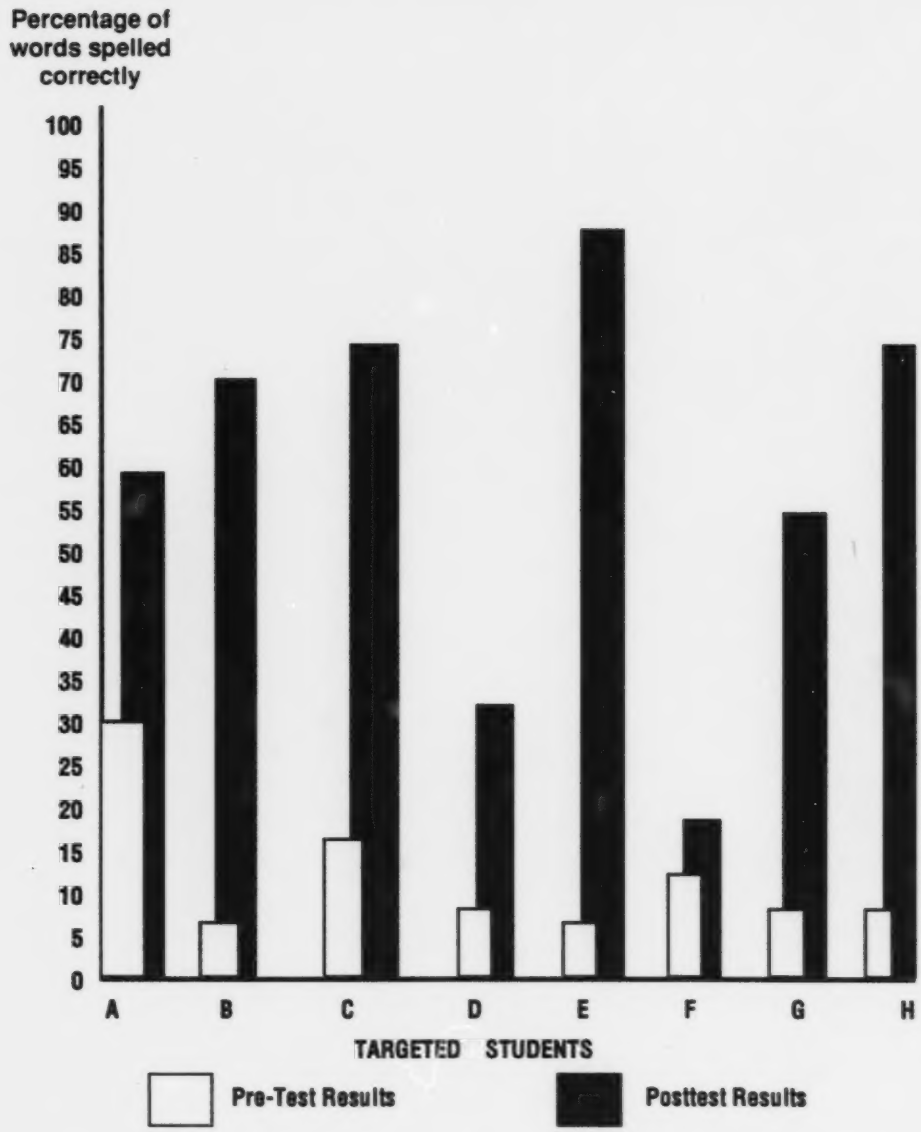
Sample Pre/Post Spelling List and Test Results

APPENDIX F:1

Pre/Post Spelling List

1 - determination
2 - famine
3 - manufactured
4 - botanist
5 - greenhouse
6 - scavengers
7 - contaminated
8 - aquarium
9 - refrigerator
10 - ridiculous
11 - necessary
12 - trophy
13 - declined
14 - verge
15 - catapulted
16 - spectrum
17 - swaggered
18 - compost
19 - optimism
20 - captions
21 - evidence
22 - visualizing
23 - molecules
24 - riddles
25 - cohesive
26 - favorite
27 - properties
28 - chambers
29 - arthritis
30 - occasion
31 - objection
32 - prosecutor
33 - agitated
34 - maintenance
35 - exception
36 - exhibits
37 - spectators
38 - irritating
39 - especially
40 - accomplishments
41 - philosophy
42 - artificial
43 - maneuver
44 - severity
45 - awkward
46 - descended
47 - disguised
48 - perish
49 - imprisoned
50 - pondered

RESULTS OF PRE AND POST SPELLING TEST



Appendix G

Sample Pre/Post Vocabulary Test and Test Results

Name _____ **Date** _____

PRE/POST TEST

Define each word. Circle the correct answer.

determination
A. help **B. decision** C. resistance

famine
A. hunger B. full C. relief

botanist - a person who studies:
A. animals **B. plants** C. stamps

greenhouse - a glass structure to grow:
A. plants B. grass c. animals

scavengers
A. bird B. animal **C. person that collects waste**

contaminated
A. sick B. wealthy **C. polluted**

refrigerator
A. freezer B. plentiful **C. place that holds food**

ridiculous
A. comical B. ready C. sincere

aquarium
A. water B. sandy like **C. container that holds fish**

necessary
A. essential B. perfect C. unwanted

trophy
A. gift **B. momento** C. plastic

declined
A. wanted **B. disapproved** C. necessary

verge
A. border B. blend C. copy

catapulted
A. hurl B. jump C. person who loves cats

spectrum
A. all around **B. range of colors** C. prism

swaggered
A. punched **B. strutted** C. pirate

compost
A. camp B. forest **C. mixture**

optimism
A. hope B. feeling of relief C. sadness

captions
A. captures **B. titles** C. holds

evidence
A. sign B. invite C. grasp

molecules
A. moles **B. particles** C. one-celled animals

visualizing
A. imagining B. particles C. dancing

riddles
A. joker B. complex **C. puzzles**

properties
A. qualities B. everywhere C. own

chambers
A. player B. jail **C. room**

arthritis
A. cough B. shortness of breath **C. inflamation of the joints**

occasion		
A. opportunity	B. affair	C. party
objection		
A. conviction	B. happiness	**C. protest**
prosecutor		
A. criminal	**B. lawyer**	C. defensive
cohesive		
A. sticking together	B. tangle	C. place
favorite		
A. color	**B. popular**	C. reputation
agitated		
A. disturbed	B. go around	C. remove
exception		
A. to like	B. to accept	**C. exclusion**
exhibits		
A. favors	B. project	**C. shows**
maintenance		
A. custodian	**B. support**	C. clean up
spectators		
A. bystanders	B. special	C. classroom
irritating		
A. nosing	B. pleasing	**C. aggravating**
accomplishments		
A. achievements	B. rewards	C. punishments
philosophy		
A. branching out	B. dealings	**C. idea**
artificial		
A. real	**B. imitation**	C. art-like project

maneuver
A. procedure B. endurance C. witness

descended
A. to go upward **B. lowered** C. run away

disguised
A. mask B. faced **C. camouflaged**

perish
A. expire B. cherish C. favor

imprisoned
A. confirm B. configuration **C. confined**

severity
A. handicapped **B. harshness** C. behavior

awkward
A. clumsy B. distant C. graceful

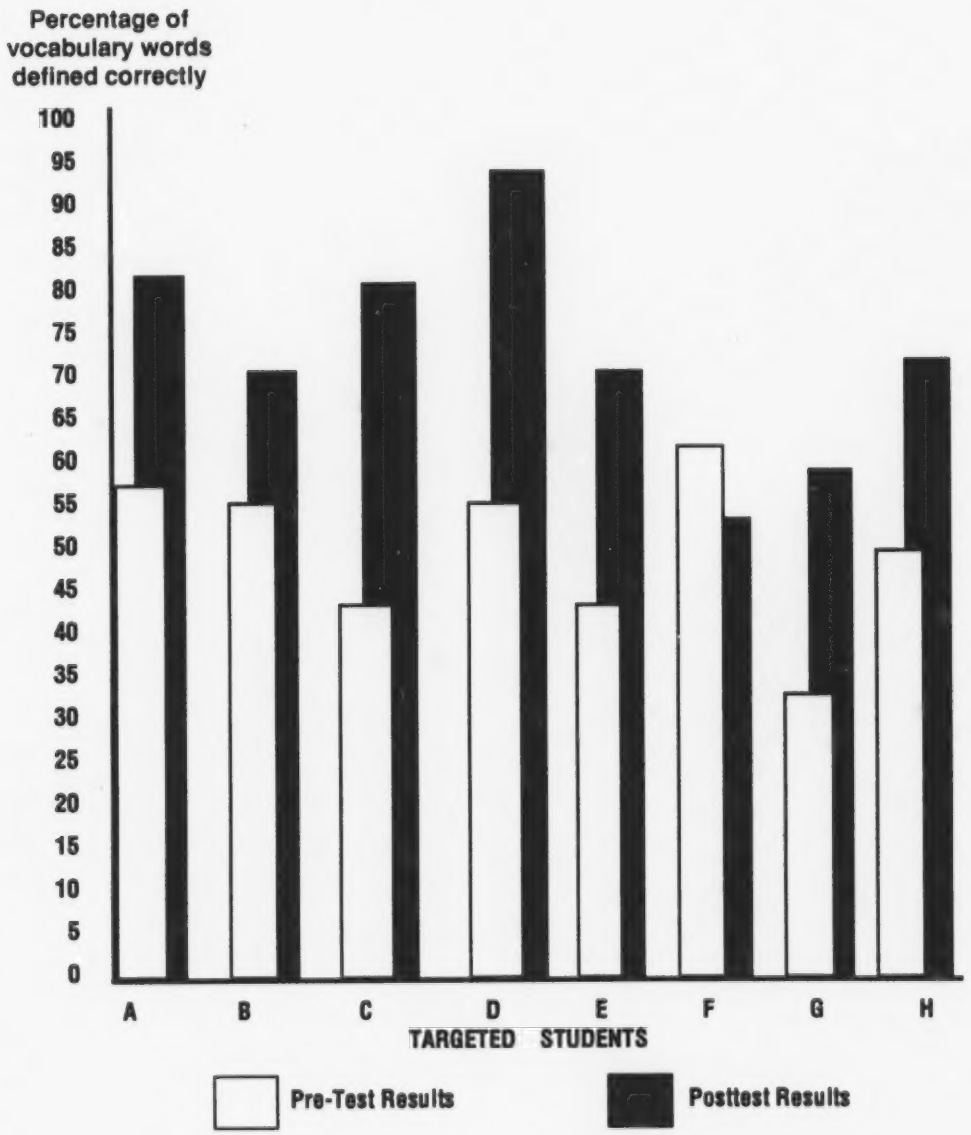
especially
A. particularly B. beautifully C. wonderfully

pondered
A. lake **B. considered** C. risked

manufactured
A. produced B. stored C. designed

APPENDIX G:5

RESULTS OF PRE AND POST VOCABULARY TEST



Appendix H

Sample Study Skills Workshop

STUDY SKILLS WORKSHOP

YOU ARE CORDIALLY INVITED TO ATTEND
A
STUDY SKILLS WORKSHOP
PRESENTED BY:

JANUARY, 1993
AT
3:00 P.M.

P # 17

"INCREASE YOUR CHILD'S THINKING AND ORGANIZATIONAL SKILLS"

Appendix I

Sample Parent Study Skills Survey and Results

PARENT STUDY SKILLS SURVEY

Please answer the questions below.

1. Do you question your child about the day's events at school?
   yes ___ no ___

2. Do you ask your child if they have received any test grades back that day?
   yes ___ no ___

3. Do you ask your child if they have any homework assignments to do?
   yes ___ no ___

4. If homework has been assigned do you assist your child in completing this task?
   yes ___ no ___

5. Do you check your child's completed homework assignments for accuracy?
   yes ___ no ___

6. Check the appropriate box(es) which describe(s) the environment in which your child does his/her homework:

   - ❒ a well lit room.
   - ❒ a quiet room.
   - ❒ a noisy room.
   - ❒ a room with a workspace.
   - ❒ a room without a workspace.

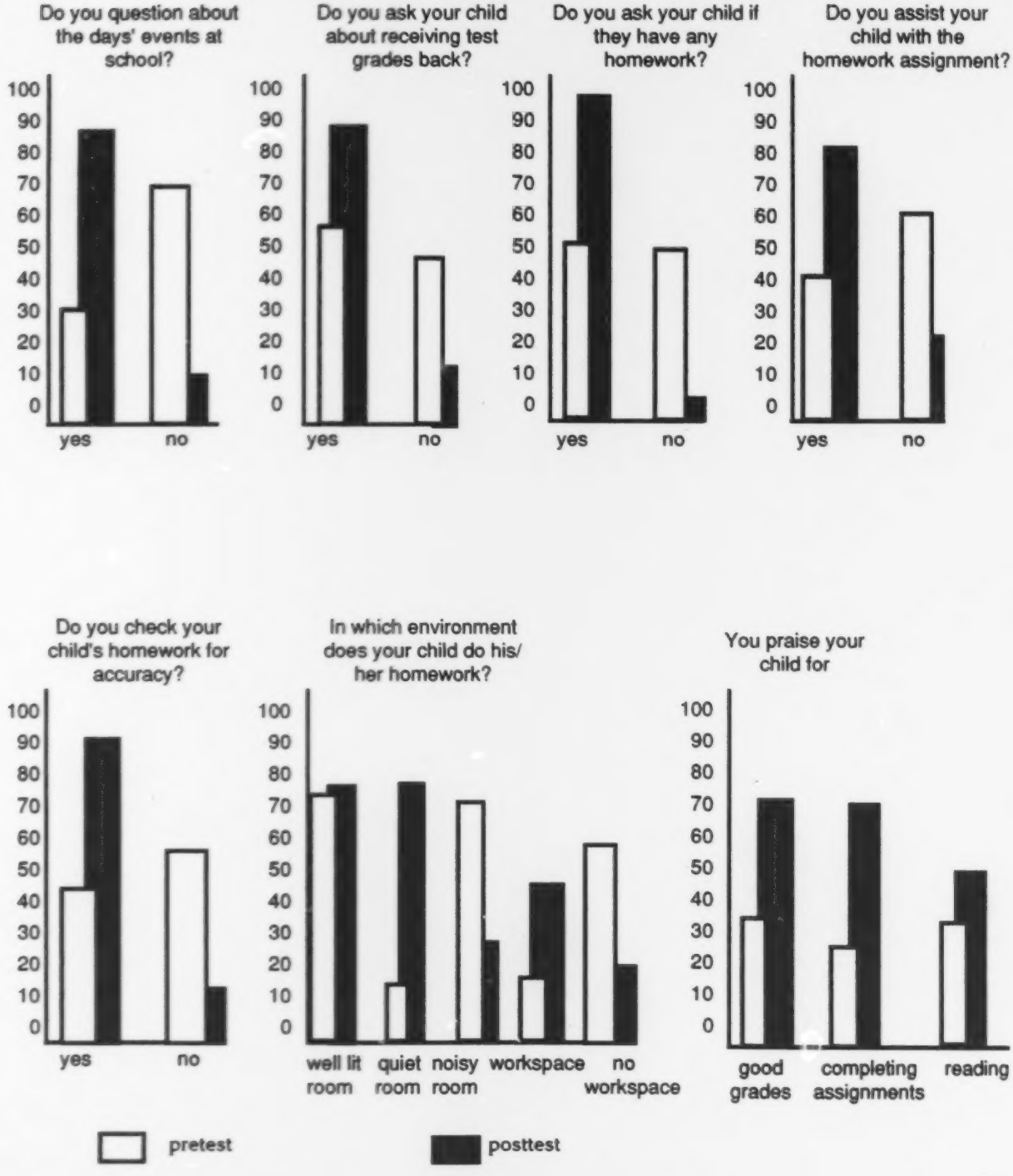
7. Do you praise your child for:

getting good grades	yes ___	no ___
completing assignments	yes ___	no ___
reading for enjoyment	yes ___	no ___

Parent's Signature _____ Date _____

RESULTS OF PARENT STUDY SKILLS SURVEY

(Vertical scale measured in percent)



Appendix J

Sample Study Skills Contract

STUDY SKILLS CONTRACT

Dear Parents,

Our class will be working on the *Improvement of Study Skills.* Your child will be taught specific strategies that he/she will learn to use. However, your support in this process is very important. Please review the Parents' Responsibilities and the Student's Responsibilities on this contract. Your signature, along with your child's, will show commitment for achieving the goal which will have a direct effect on your child's academic achievements.

Thank you,

Parents' Responsibilities

1- To review the day's events at school.
2- Inquire about test grades.
3- Check child's homework assignment sheet for day's assignment.
4- Assist child in completion of homework assignment.
5- Review homework.
6- Sign homework assignment sheet.
7- Provide an environment and a workplace that enables the child to concentrate fully on homework and study assignments.
8- Provide your child with the maximum amount of praise and encouragement that raises his/her level of self-esteem.

Student's Responsibilities

1- Must come prepared to school with proper supplies.
2- Must complete homework assignments.
3- Responsible for getting homework chart signed.
4- Make sure information is reviewed prior to a test.
5- Student will put forth maximum effort and complete all assignments to his/her best ability.
6- Student will assume responsibility for completion of assignments and projects.

Parent's signature **Student's signature**

Appendix K

Sample Parent Letter

Dear Parents,

Welcome to and to **grade five**. I know that by working together this will be a year filled with success for your child.

This letter contains important information about our school day, expectations, homework, class rules, materials needed, etc. Please read it carefully, discuss it with your child, fill out the information portion at the end of this letter, sign it, and have your child return it to me immediately.

CLASSROOM OVERVIEW AND PROCEDURES

Requisites for an environment conducive to positive learning:

1. All written work is to be completed in cursive writing, neatly, and following teacher-suggested format.
2. Assignments will be completed and collected on designated due dates.
3. Children have homework daily. Not all assignments will be written assignments. For example, studying for a test is considered homework.
4. The students will conduct themselves in accordance with the rules set by the administration of , the teachers, and in accordance with their parents' expectations. We are all here to learn, interact socially, exchange ideas and viewpoints, and to grow mentally and physically.
5. In providing your child with the best education possible, **your support is of the utmost importance!** Help your child plan, structure, and develop proper study habits that will produce a student who is motivated to do his/her very best.
   Help your child by:
   (a) Setting aside a specific time each day in a quiet location for the completion of homework.
   (b) Provide adequate amount of rest in order that he/she will be alert and attentive during school.
   (c) Provide a well-balanced breakfast at home or arrange for your child to arrive at school in time to eat breakfast.
   (d) Your child should be in school ready to enter his/her classroom at 8:25AM. Dismissal is at 3:00PM every day except Wednesday, dismissal is at 2:00PM.

Materials and Supplies Required:

1. Markers and Crayons
2. 2 packages of notebook paper (wide rule only)
3. Loose leaf/binder
4. Pencils (should have 4 usable pencils at all times - with erasers)
5. Duotang folders (two)
6. Homework assignment pad

Grading Scale:

A = 100-94
B = 93-85
C = 84-75
D = 74-65
F = 64 and below

Pointers for the Parent:

1. Assignments are routine in nature for the purpose of reinforcing skills taught during the school day. The assignments are, of course, your child's responsibility. Please see to it that your child has completed his/her homework assignments. Homework assignment sheet should be signed by you. Your assistance in helping your child will be of great value to his/her progress.
2. Parent/Teacher conferences are **ALWAYS** welcome! Please try to set up conferences in advance as this will help us set up times convenient for all of us. Call the school ( ) or send a note. I will be more than happy to schedule a mutually convenient time for us to meet.
3. Every day of school is important. Please review the day's events at school. Inquire about test grades. If your child is absent it is your child's responsibility to make up required assignments.
4. Periodic progress reports will be sent home and phone calls will be made. I believe in strong communication between school and home.

CLASSROOM RULES:

1. Raise your hand at all times when you wish to be recognized.
2. Listen and follow directions the first time they are given.
3. Complete all required classwork and homework.
4. Have all necessary supplies with you at all times.
5. Work quietly in the classroom and remain in your seat.

REWARDS FOR FOLLOWING THE RULES:

1. Happy notes sent home.
2. Extra time on the computer.
3. Small awards from time to time.

CONSEQUENCES FOR NOT FOLLOWING THE RULES:

First time:	Name on the board - warning
Second time:	One check after name - written assignment
Third time:	Two checks after name - 30 minute detention
Fourth time:	Three checks after name - 1 hour detention/parents notified

I thank you for your support.

Sincerely,

Appendix L

Sample Homework Assignment Chart

APPENDIX L

Homework and Daily Progress Report

MONDAY

COMMENTS

MATH _____

CONTENT _____

ENGLISH _____

READING _____

SPELLING _____

OTHER _____

TUESDAY

MATH _____

CONTENT _____

ENGLISH _____

READING _____

SPELLING _____

OTHER _____

WEDNESDAY

MATH _____

CONTENT _____

ENGLISH _____

READING _____

SPELLING _____

OTHER _____

THURSDAY

MATH _____

CONTENT _____

ENGLISH _____

READING _____

SPELLING _____

OTHER _____

FRIDAY

MATH _____

CONTENT _____

ENGLISH _____

READING _____

SPELLING _____

OTHER _____

Appendix M

Sample Calendar

CALENDAR FOR THE MONTH OF....

FEBRUARY 1993

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
	1	2	3 MATH QUIZ	4	5 SPELLING AND VOCABULARY TEST	6
7	8	9	10 MATH QUIZ	11	12 SPELLING AND VOCABULARY TEST	13
14	15	16	17 MATH QUIZ	18	19 SPELLING AND VOCABULARY TEST	20
21	22 MATH QUIZ	23	24	25 MATH QUIZ	26 SPELLING AND VOCABULARY TEST	27
28						

Appendix N

Sample Study Skills-Working Together Newsletter

Study Skills - Working Together

Fifth Grade - January 1993

Organization - is probably the most important study skill children can learn. Children who are good organizers seem to have a system for getting things done.

There are several ways that you can help organize your child:

1- Check to make sure that your child's notebook or folder is filled with clean writing paper.

2- Check with your child on the amount of pencils(usually 4) that he/she is taking to school.

3- Your child should be writing his/her homework assignment down in an assignment pad, or on a homework assignment sheet given out by the homeroom teacher.

4- Try to help and encourage your child to find a comfortable place in the home where he/she can complete their homework or study.

Homework is assigned each night.
Don't Forget to Check!

A 75 question Scavenger Hunt was given to your child on December 11, 1992. This packet is *due* on January 29, 1993. Please encourage your child to complete the packet. Parents are encouraged to help the children locate the answers in the student's school textbooks.

Spelling and Vocabulary Tests

Spelling Tests are given every Friday. There are 20 spelling words on each test. Your child is given a weekly list on Monday. Your child is also given several vocabulary words for the week. We review the spelling and vocabulary words in school. Please help review the weekly list with your child. This will help reinforce your child's basic reading skills.

Appendix O

Sample Grade Sheet

GRADE SHEET

STUDENT'S NAME _____ TEACHER _____

DATE									
READING									
LIT/EXP. LANG.									
COMPOSITION									
HANDWRITING									
SPELLING									
MATH APPL.									
MATH COMP.									
CONTENT									
HOMEWORK MISSED									
PARENT'S INITIALS									

Appendix P

Sample Study Skeleton Outline

SKELETON OUTLINE

My Goals for Next Week

I. Catch Up on Homework
   A. Finish Book Report
      1. outline chapter
      2. finish creative project
   B. Study for Math Test
      1. review pages 3-7
      2. review chapter review

II. Do Chores
   A. Fix My Bike
      1. get new tire
      2. change seat
   B. Clean My Room
      1. hang up clothes
      2. change linens

Appendix Q

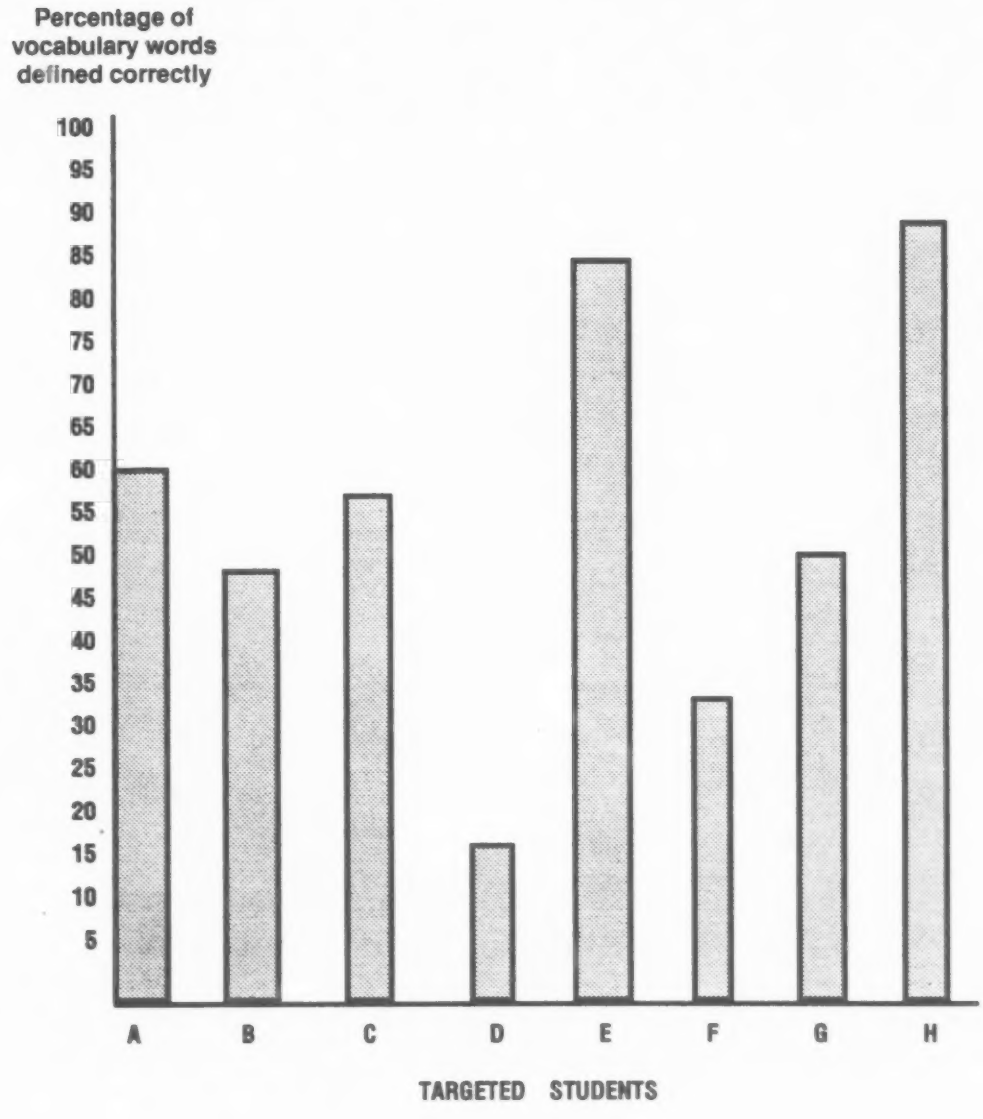
Sample Midpoint-Spelling Test and Vocabulary Test

Name _____ **Date** _____

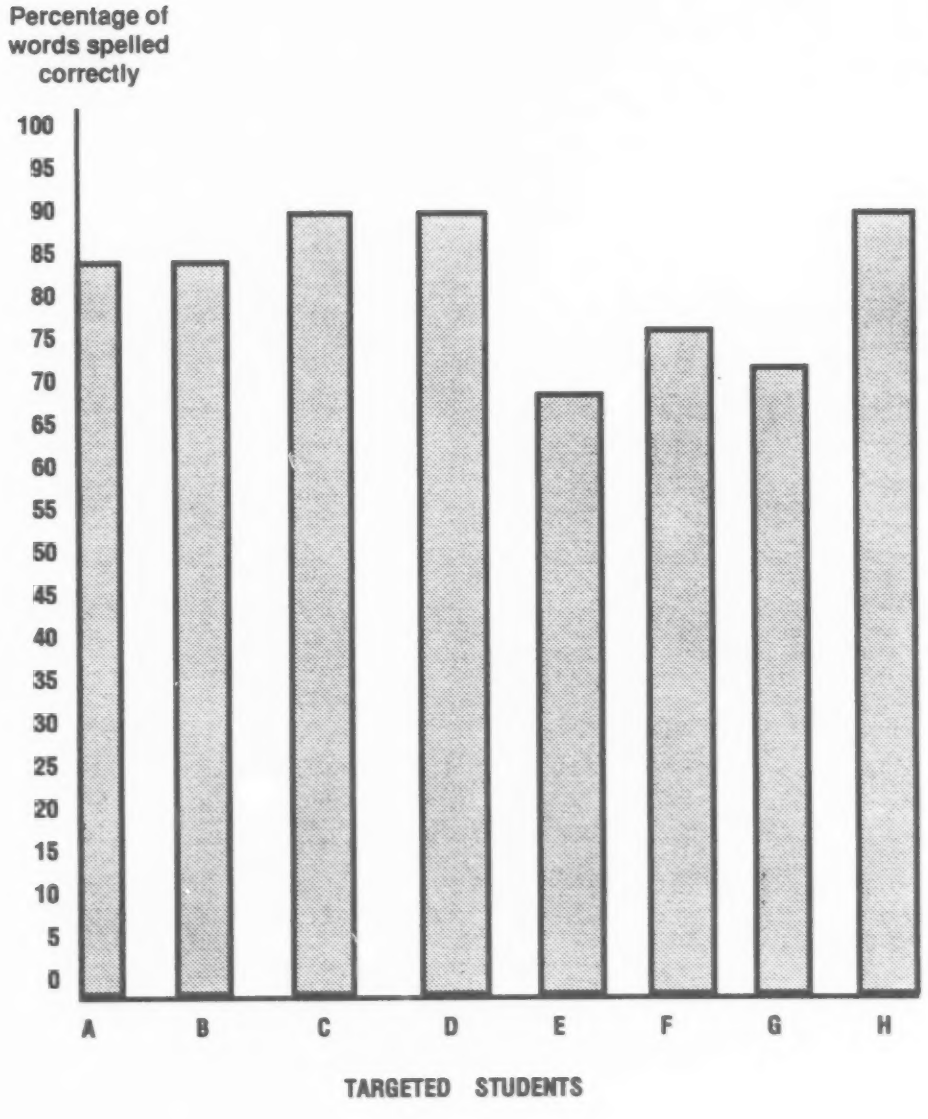
LIST OF MIDPOINT SPELLING AND VOCABULARY WORDS

determination
famine
botanist
greenhouse
scavengers
contaminated
refrigerator
ridiculous
aquarium
necessary
trophy
declined
verge
catapulted
spectrum
swaggered
compost
optimism
captions
evidence
molecules
visualizing
riddles
cohesive
manufactured

MIDPOINT SPELLING TEST RESULTS



MIDPOINT VOCABULARY TEST RESULTS



Appendix R

Sample Study Skills - Newsletter II

Study Skills -Newsletter II

Fifth Grade - February 1993

Helping Your Child At Home With Reading Skills

1. Read ingredients on food labels.
2. Follow directions for preparing recipes.
3. Select a time for all members of the family to read. (15-20 minutes)
4. Have your child prepare the shopping list.
5. Watch the news and have your child make notes on 2 or 3 stories such as weather, sports, local, and world reports. Discuss them after the newscast.
6. Read and share signs along the highway as you are driving someplace.
7. Have your child do some comparison shopping in the newspaper for groceries or big items you might need for your home such as a TV, radio, VCR, or a toy for them.

Helping Your Child At Home With Writing Skills

1. Make flash cards with your child using household words or their spelling or reading vocabulary words.
2. Have your child spell the names of household items such as furniture, pieces of clothing, foods, and rooms of the house.
3. Pick any book in the house and have your child copy a paragraph in their best cursive handwriting. Then review it with them and make positive suggestions.
4. Make a schedule for daily family activities by figuring out times that fit everyone involved.
5. Have your child write letters to relatives or friends.

A biography book report assignment was given to your child on February 2, 1993. Each child will be responsible to hand in a written book report along with a creative presidential can. Please encourage your child to complete this assignment. The due date is March 3, 1993.

Spelling and Vocabulary Tests

Spelling Tests are given every Friday. There are 20 spelling words on each test. Your child is given a weekly list on Monday. Your child is also given several vocabulary words for the week. We review the spelling and vocabulary words in school. Please help review the weekly list with your child. This will help reinforce your child's basic reading skills.